

# Teacher Reflection

## Video 3: Opportunity for *All*

### Before the Video

The focus of this video is to learn how teachers can ask different types of questions to provide opportunities for *all* students to learn. During discussions, some students may not participate. To get these students involved, teachers can ask questions that address the different language proficiencies of the students in their class. Specific questioning techniques along with the use of real objects, models, and visuals support the participation of all language learners.

Marc is an English language learner, which means he is learning the English language as well as the “language of science.” Terms such as roots, stems, leaves, and so on are not practiced in conversational speech, so in a way all science students are learning a new language. One way to put this new language (with new vocabulary) in context is with real objects, models, or visuals.

This video was filmed during station time. Students are exploring different concepts at work stations. Some of the work stations are at tables, and some are on the carpet. A rug defines the work station space on the carpet.

One way to have Marc show what he knows and contextualize the language is to provide manipulatives—in this case painted blocks—to describe the concept. Marc uses the blocks to share with the teacher what a plant needs to grow. He uses the painted blocks to support his developing language.

## During the Video

What do the yellow blocks represent?

What do the blue blocks represent?

When the video begins, Marc is holding a blue block and describing what “it” does.

What is it? What does it do?

What does Marc mean by “these stuff will make the food?”

How does Marc use the blocks to show what he knows about how a plant grows?

How does the teacher challenge Marc to justify and extend his explanation?

What do the black blocks represent? What new science concept has Marc initiated?

## After the Video

Select a core standard(s): \_\_\_\_\_

How might you provide opportunities for students to show what they know with real objects, models, or visuals?

How might this strategy engage learners?

How might you use the *four-tiered system* of questioning to support English learners?

- What will you ask students in the *silent* period?
- What will you ask students at *beginning* levels of language development?
- What will you ask students at *intermediate* levels of language development?
- What will you ask students at *advanced* levels of language development?

How might you use questions to build on the student's comments?

How might you ask a clarifying question?

How might you ask a question to have the student justify and extend his or her answer?